

SAFETY

MAY 1954

Two Sections • Section One

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



SPRING TIME IS MODEL PLANE TIME
MAKING SURE THEY KNOW THEIR SAFETY LESSONS

EDITOR'S NOTEBOOK . . .

May is a good time of the school year . . . a time to look back with real satisfaction upon events and achievements of the past nine months . . . a time to look ahead to next fall, actively planning new, even more effective programs that will help reduce the painful accidents that occur in your school.

We are planning, too—planning for a 1956-57 school year so full of worthwhile helps to you in SAFETY EDUCATION Magazine that you'll want to save every issue. First off, in September, there'll be a story on the huge Southern Teen-Age Safety Conference, held in Atlanta, Georgia, this past March. You'll also be interested, I'm sure, in reading about the accomplishments of the Third Annual Meeting of the Campus Safety Group at M. I. T. in June. And for your particular help, an article by Price Clark of the Accident Prevention Department, Association of Casualty and Surety Companies, on how to integrate your school safety program to that of the community as a whole.

With the re-activation of higher education representation in the School and College Division, there will be more—many more—articles on safety on the college campus, and besides these, of course, will be the myriad helps—new ideas, news of what other people are doing throughout the nation's elementary and secondary schools—that form the backbone of SAFETY EDUCATION Magazine.

But let's get back to May, 1956—and your particular plans for right now and next fall. You're no doubt thinking, as we are, of the veritable horde of children that, come June, will be released to the yards, sidewalks and streets—to wandering in the fields by the railroad tracks—or diving and swimming in the lakes and streams. You'll find ample opportunities for reaching these children, at every grade level, with messages of safety, by using the elementary and secondary safety lessons carried on pages 29 to 36.

And as for your plans for next fall—have you ever thought of using colors of paint to convey safety messages to your children on the playground? It's a fascinating new area, which Mary Margaret Frederick explores on page 10. How an energetic Dallas PTA safety chairman solved the problem of what to do about school buses loading and unloading on congested city streets is described on pages 2, 3 and 4. It may be an idea to give your PTA for its safety project next year, and it may snowball the way Mrs. Meadows' idea did! May I commend to your attention the interesting article on page 12, wherein R. Earl Kipp, principal of Boone High School in Orlando, Florida, went to the students to find out what could be done about careless driving among teen-agers—and the story of an interesting project at Yale University school of nursing, where a group of students undertook to teach elementary-aged sick children about safety, on page 16.

To you, then, the best of ideas for your increased safety programs during the next school year—and a very happy, and safe, summer! We'll see you in the fall!

BEVERLY THOMPSON

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Contents of SAFETY EDUCATION are regularly listed in "Education Index."

S A F E T Y

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXV No. 9 Section One

Beverly Thompson, Editor
H. W. Champlin, Advertising Manager
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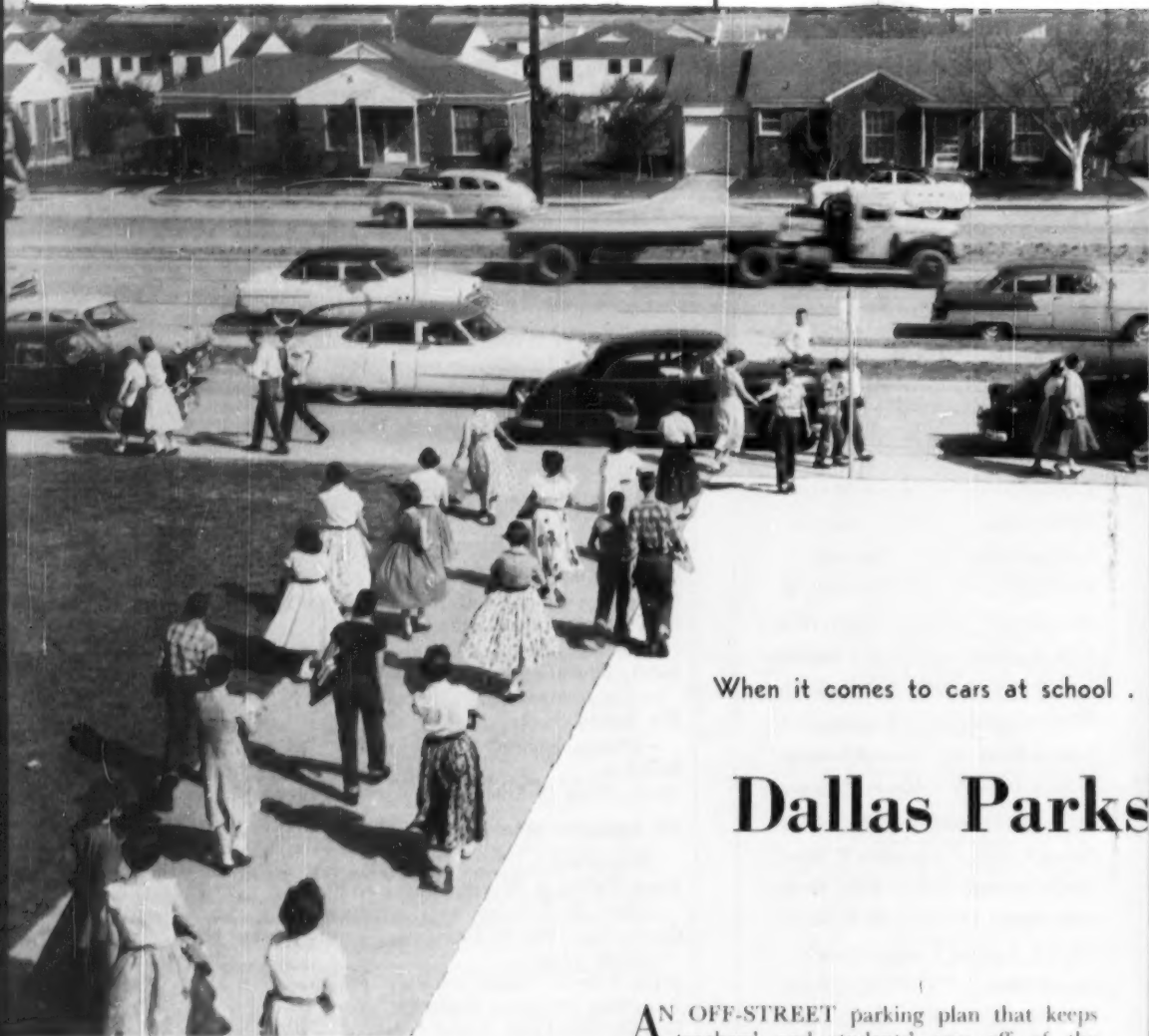
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When it comes to cars at school .

Dallas Parks

A six-lane major cross-town street passed right in front of Rusk Junior High School in Dallas, Texas. When children and teachers entered and left the school by car and bus, the traffic congestion was tremendous. Here is how an alert PTA safety chairman solved a big problem.

AN OFF-STREET parking plan that keeps teachers' and students' cars off of the streets, and allows school buses and parent's cars to pick up children next to the school instead of in the middle of traffic, is the accomplishment of the Dallas city school system and the PTA.

A good part of the credit for the successful system goes to the active, intelligent work and persistent plugging of Mrs. Curtis W. Meadows, safety chairman for the PTA of Dallas' Rusk Junior High School.

Back in 1952, the Rusk Junior High School, as many others of Dallas's schools, was situated at the edge of the city's industrial area, on a major, six-lane crosstown artery. Traffic on this major crosstown street, Inwood Road, was always heavy, constituting a continual hazard for students entering and leaving the school, as well as teachers and other personnel. Rusk Junior High School is still located on Inwood



Their own lane off the street and away from the rushing traffic of Inwood Road is used by Rusk Junior High, Dallas, students, leaving school in the afternoon. The lane is wide enough so that cars and buses may park at the curb to load or discharge passengers, yet other cars have room to pass and move along on the left. Students do not have to run across a busy street to be picked up, traffic moves smoothly along the road behind.

s Them Off-Street

Road, but now a single lane loading zone and a parking lot off the street enable students to get into and out of their cars in safety off of the street, and park their cars in a completely enclosed area away from heavy traffic.

The Inwood Road area in which Rusk Junior High School is located was a new development still in the planning stage when Mrs. Rusk first worked out her off-street parking idea in 1952. Inwood Road was to be a huge real estate and industrial development which would bring greatly increased traffic and congestion to the area. It was further augmented by a planned, multi-million dollar development in the Love Field Air Traffic Center near the school. With about 50 teachers' cars, as well as over 100 student's cars moving out into the traffic every afternoon after school, the congestion even then was terrific. And it was destined to get much worse. Something would have to be done, and soon, or there would be a tragic accident.

So that year Mrs. Rusk, foreseeing the difficulties which were sure to come, presented to her PTA a safety program calling for (1) a semi-circular drive, paved from Inwood Road to the school entrance; (2) an area off-street set aside and paved for parking the cars of school personnel, and (3) a proposal that the school and park boards consult and push through early completion of a street at the north side of the school through a park that adjoined the property.

The PTA heartily endorsed the plan, and Mrs. Meadows took it to the city traffic engineer. The traffic engineer and his staff studied the program, suggested a few changes, such as eliminating the circular drive and putting in a parallel loading zone instead. This was all right with Mrs. Meadows and the PTA. The third project—the street extension—was dropped because of legal complications.

After two full years of planning and work, the off-street facilities were constructed, not without the active assistance of Dallas school superintendent W. T. White, and Avery Mays, vice president of the Dallas Board of Education and chairman of its building and sites committee. In fact, Mr. Mays ordered a study of the situation and worked with the City Planning Commission to make the Meadows plan a city-wide project instead of for just one school.

Said Superintendent White: "The off-street parking development on the campus of the Rusk Junior High School was the beginning of a policy of the Dallas Board of Education to place off-street parking for all employees on campuses of new buildings. Furthermore, in the bond election for \$35 million approved by the citizens in December, 1954, provision was made to establish off-street parking on campuses for all present buildings, provided there is enough ground for such an arrangement. We think this is a great improvement in school arrangements."

Today, all schools in Dallas greet their pupils in the morning and discharge them in the afternoon with considerably less worries about whether they'll get across the street all right than they ever have had in the past. Single and double lanes next to the schools accommodate school buses and parents' cars so that they may be loaded and unloaded in safety and leisure. And teen-agers, teachers and school employees have their safety attitudes re-inforced by safe facilities for parking their cars and picking up friends next to the school.

"In thus keeping the streets clear of parked cars around 117 schools where 95,000 children



Left: An aerial photo shows Inwood Road moving East to West (bottom to top) as a major Dallas crosstown artery. Rusk Junior High is at right in middle of picture.

Below: Ribbon cutting ceremony is performed by Mrs. Curtis Meadows. Teachers, PTA officials look on.



Dallas Parks Them Off-Street

(continued from page 3)

attend school, Mrs. Meadows made a contribution in traffic safety not only to the present generation of school children but those in generations yet to come," said Richard Stroud, Rusk Junior High principal, in a letter to the National Safety Council entering her in the 1955 Carol Lane awards contest. Mrs. Meadows was awarded a certificate of merit in the contest, which is co-sponsored by NSC and the Shell Oil Company.

When Mrs. Meadows looks at the new developments that have resulted throughout the Dallas system from the snowballing of her idea, she can't help but feel a little proud. And the project itself just goes to show what can be done when PTA, school superintendent, school board and city get together to do a job for safety.



Before: Bus pulls up to the side of the street (middle picture, above) to pick up passengers, causes a traffic tangle as cars try to negotiate around it. Other cars turn out from parking spaces into the congestion.

After: (picture above) Buses use the separate lane to pull up in front of the school. Traffic moves smoothly on Inwood Road, and the corner is controlled by signals.



Left: Teachers parked their cars in solid line in front of and across from the school. This was asking for accidents as they moved into the traffic stream at night, and when students dashed out from between them after school in order to be picked up by parents.

A NON-PROFIT movie theater dedicated to helping boys and girls is an important part of a novel school safety contest program in Greeley. Every week, nearly 1,000 boys and girls from the city's elementary schools are gathered there to watch free Western movies and cartoons, and a safety play put on with live talent by the high schools.

The boys and girls have received passes to the Saturday movie at their schools—and those passes were not just given to them! First, they each competed in making safety posters and writing safety slogans in their classrooms.

County-wide, the children have been putting their ideas about safety down on posters and in slogans since last December, when the new program was started with the cooperation of elementary schools, high schools and safety council. The posters have shown a surprising amount of skill and originality for children of this age group.

The boys' and girls' work is submitted to the Safety Council for judging, and awards are given to individual boys and girls and to classrooms. But the contest doesn't end with just a winner. Every child who has competed is given a pass to the Saturday afternoon movie at the Sterling Theater. And that movie is a good Western, with plenty of cartoons to increase the fun. After it, a real live stage play based on a safety topic, which high school students in Greeley and surrounding Weld County have produced and in which they act, is presented. A different high school takes over the program each week, so that no one high school is overcome with the job.

One of the hits of the afternoon performance is the Safety Clown. He puts on a little program of his own right after the movie, and hands out prizes to those children from the audience who participate in his act.

This program is helped considerably by the Cooper Foundation in Greeley, which owns the theater and has dedicated it to helping boys and girls. But a similar program might work out in other communities, where schools and safety council get together to promote this new type of contest, where not only the winners win, but also every child who gets a free pass to the Saturday movie●

says

Earl D. Towning

*Ass't Chief of Police
and Pres., Weld County Safety Council
Greeley, Colorado*

The children write slogans, draw posters, and winners are selected in this Greeley safety contest. But there the similarity to other contests ends, for every child is treated to an afternoon of movies and live entertainment, and

Every Child's A Winner

The Safety Clown has fun with a Greeley traffic officer at Saturday safety show.



Order Your 1956-57 Elementary Safety Lessons Now



September
S-0861-A
Traffic and
Pedestrian Safety



October
S-0863-A
Fire Prevention
and Halloween



November
S-0865-A
Hunting and
Firearm Safety



December
S-0867-A
Christmas Safety



January—S-0869-A
Winter Hazards



February—S-0871-A
Safety in the Home

By Ruth Jewell
Author, Elementary Safety Lessons
State Music Consultant
Dept. of Public Instruction
Raleigh, North Carolina

ABOUT 6,000 children in the age group five to fourteen are accidentally killed each year. It is apparent that a better job needs to be done in helping to save these children. As important, if not more so, is teaching the children how to meet the hazards of the world after they leave the guidance of the elementary school.

With this in mind, the contents of the 1956-57 monthly safety lessons will, through training in human relationships, through group safety experiences and expanded centers of interest, help the boys and girls adjust themselves to their school, their home, and their community life.

Safety is by its very nature a cooperative affair. It is a way of living, rather than a separate subject to be learned. It is entitled to a place in every phase of classroom activities that can make safety facts or behavior more meaningful.

A natural way to teach safety is in relation to any relevant subject in the curriculum. The more nearly the content is related to the pupil's life, the more valuable will be the subject matter. Negative instruction is sometimes necessary; however, actual experience in performing an activity safely and correctly will be much more effective than rules and regulations.

Someone has pointed out very clearly that too often we assume the responsibility for directing the child's behavior and thus make him dependent upon adult-guidance rather than directing himself. The best way to solve accident problems seems to be to guide groups of children in solving their day-by-day problems for themselves. The proof of the pudding is in the eating; the proof of the safety program lies in the accidents which do *not* happen when the pupil is away from direct school guidance.

The 1956-57 National Safety Council elementary safety lessons are presented in worksheet form, to be distributed to pupils for individual work. They may also be used by the teacher as guides to group work and discussion. The subject matter is based upon problems which are seasonal, and emphasis is given to problems both in rural and urban areas.

Traffic and pedestrian safety is featured in the September safety lessons. The use of crosswalks, traffic signs and signals is emphasized, as well as our community helpers—policemen, bus drivers, and school patrol members.

The theme for October is Fire Prevention, with safety in Halloween decorations, costumes and parties stressed.

November lessons stress hunting and firearm safety. Blasting caps and Thanksgiving safety will be included.

December lessons are filled with safety in

decorating trees, the house, and putting Christmas toys and wrappings away. Toys that are dangerous are discussed.

In January, winter hazards, such as weather and winter sports, are discussed.

February lessons deal with safety in the home and in playing with pets, both in school and at home.

March lessons take up safe play with kites, including alertness for high tension wires and other dangers.

April stresses bicycle safety.

May features vacation safety, bringing in the hazards of snake bite, camping, boating, swimming and sunburn.

Posters this year will continue to feature Watchy in many watchful positions, cautioning children about situations related to the monthly safety lesson themes. These posters are gay, two-color safety reminders in 8½" by 11" size, for hanging in classroom and hall.

The 1956-57 safety lessons have been pre-tested in elementary classrooms and checked by curriculum consultants of the National Safety Council before being printed in final form. They will help you make safety lessons more attractive, give you ideas on projects and how to expand your safety teaching.

Safety Education Data Sheets, which provide additional background material for teachers, may be ordered separately. A list of the data sheets that will help you is printed on page 40.

Order your safety lessons, posters and data sheets from the School and College Division, National Safety Council, 425 North Michigan Ave., Chicago 11, Illinois. The units are six cents each for one to nine copies, lower prices for larger quantities●

March—S-0873-A
Safe Play with Kites



April—S-0875-A
Bicycle Safety



May—S-0877-A
Vacation Safety



Pictured at the left are the 1956-57 posters which will accompany the NSC elementary safety lessons. They feature Watchy, the monkey, cautioning children, instructing them to cope with dangerous situations.

Here Are Your 1956-57 Secondary Safety Lessons



September—S-0862-A
The General Accident Problem

Nine safety lessons for the next school year fit safe attitudes and practices into every phase of school and community life of teen-agers, says

Dr. Vincent McGuire

*Author, Secondary Safety Lessons
Associate Professor, College of Education
University of Florida
Gainesville, Florida*

SAFETY has become an integral part of the curriculum of today's schools. Driver education, safety instruction in homemaking and industrial arts, instruction in the use of safety equipment in athletics, and farm safety are but a few phases of the entire secondary school safety program.

Safety has also become an important phase of community life. Countless cities and towns have local safety councils as well as police officers assigned to traffic duty. Both the local councils and traffic safety officers cooperate with the school program. A good example of this close cooperation between school and community is evidenced in the community support of the school patrol.

Industry, too, is placing increased emphasis on safety in all phases of the industrial world. Colleges are training safety engineers and providing safety courses in many fields.

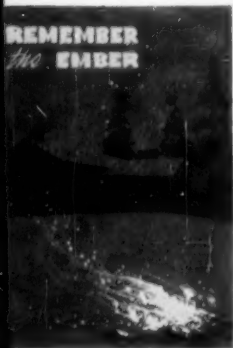
And parents are becoming more and more aware of the importance of home safety, for the home accident problem has been stressed through radio, television, newspapers and magazines.

These four agencies—the school, the community, industry, and the home—constitute the major portion of the world in which we live. The National Safety Council has been spearheading the accident prevention campaign for many years. As part of this campaign, the National Safety Council offers a series of safety lessons for use in the schools. The lessons include: safety as part of the school program; safety as a community project; safety in part-time jobs; and safety in the home.

The 1956-57 monthly safety lessons for secondary schools will deal specifically with the following topics: *September*—The General Accident Problem; *October*—Fire; *November*—Firearms; *December*—Driver and Pedestrian Safety; *January*—Winter Sports; *February*—Home Safety; *March*—Railroad Safety; *April*—Teen-Age Driving; and *May*—Summer Safety.

These lessons will provide the students with an opportunity to use basic skills and understandings in mathematics, English, science, social studies, and other subjects to help solve the accident problem. Group work, community projects, skill tests, and suggested assembly programs will be included in the safety lessons. Junior and senior high school lessons will cover the same monthly topic, but otherwise they will be entirely different in that each will contain the appeal necessary for the specific age groups.

While each safety lesson will be complete in itself and can be passed out to students to work on individually, there are Safety Education Data Sheets available separately for teachers



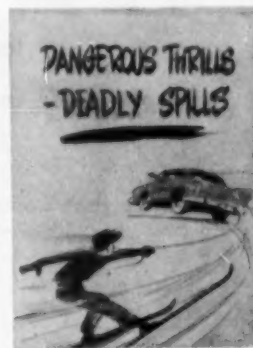
October—S-0864-A
Fire



November—S-0866-A
Firearms



December—S-0868-A
Driver and Pedestrian Safety



January—S-0870-A
Winter Sports

who wish to secure additional background information on specific topics. The National Safety Council has such data sheets available on 71 different topics, but the data sheets most applicable to those topics to be covered in next year's safety lessons are listed on page 40.

Illustrated posters, 8½" by 11" over-all (see this page) will be provided for each lesson theme. These two-color posters, suitable for display on bulletin boards, will help provide "readiness" for the safety lessons. They are cleverly drawn, colorful and attention-getting, designed to teach the teen-ager to recognize dangerous situations, know how to react when such a situation comes up, as well as how to prevent such situations.

In addition, the National Safety Council has color films available which cover such topics as teen-age driving, baby-sitting, and poor safety attitudes, titled, respectively, *Noontime Nonsense*, *You're In Charge*, and *Six Murderous Beliefs*.

You can help stem the accident tide of

9,000,000 injuries and 90,000 deaths each year by providing your students with safety instruction. You may have had problems in safety with the teen-agers in your school. Their learning safe attitudes now, in an interesting, well-applied way, will be important to them and to the entire community as the adults of the future.

Not only do these safety lessons provide worksheets themselves for teaching safety, but included in them are ample suggestions for individual students and classes on projects they can undertake on their own, ideas to start them thinking constructively about safety in their school, home and community.

For information on how to receive monthly safety lessons and posters, Safety Education Data Sheets and films on safety, write to the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois. Place your orders soon. The units are six cents each for one to nine copies, lower prices for larger quantities ●

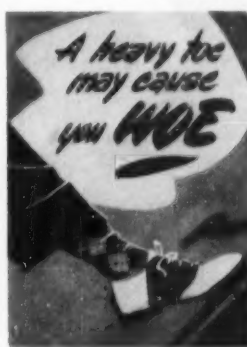
February—S-0872-A
Home Safety



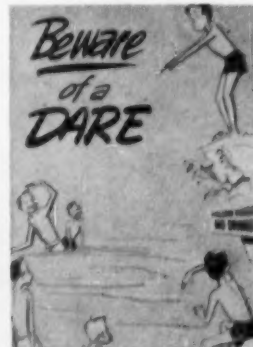
March—S-0874-A
Railroad Safety



April—S-0876-A
Teen-Age Driving



May—S-0878-A
Summer Safety



Industrial plants some time ago learned something comparatively simple: Color, used on equipment, can prevent accidents, make a better place to work and live. Author Frederick applies that concept to school playgrounds, enjoins you to

Make Yours a "Come and Play" Playground

By Mary Margaret Frederick

THE other day I passed a playground that was alive with children. Laughing and happy, or intent on the skills they were performing, those children were having fun, and the playground equipment they swung on, crawled over and slid down *looked* fun. The reason: it was painted a daring, bright color that invited good times and good exercise.

Many playgrounds I have seen do not have that real invitation to "come and play." Sometimes, this is because of a lack of playground equipment. But often, however, it is merely because the over-all picture is drab and colorless.

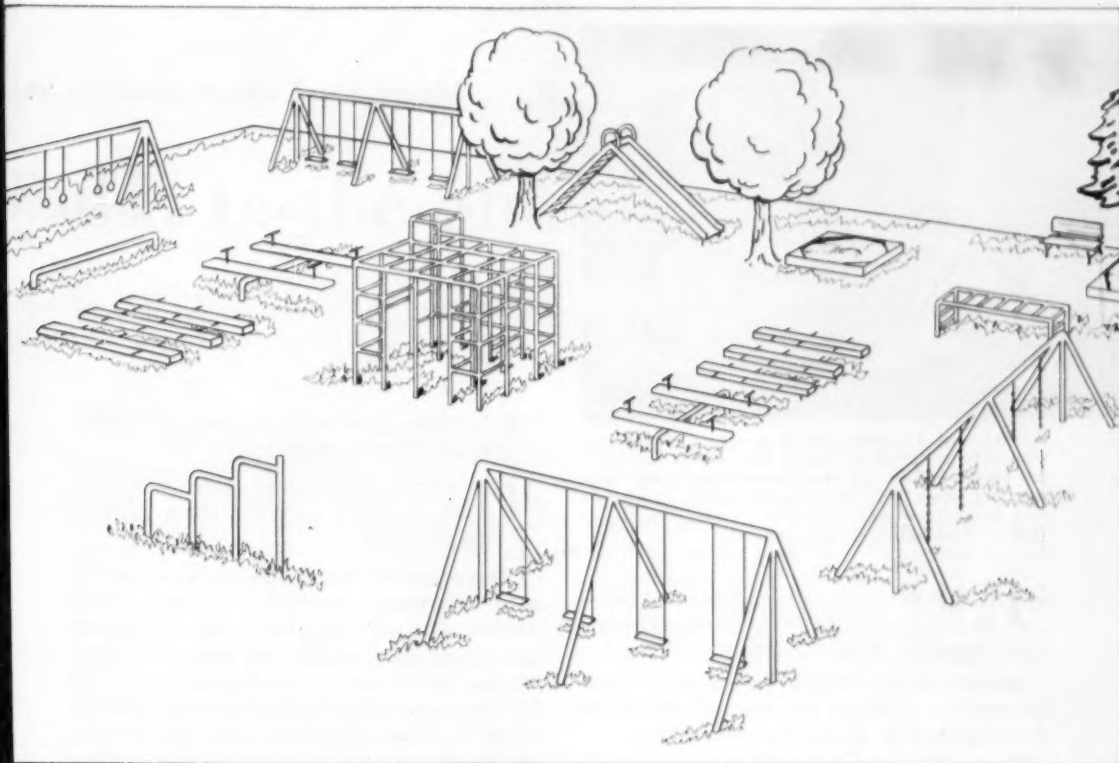
Color can do much to give a playground a "come and play" look. This is important. *But more than that, the wise use of color can help teach safety to children, can go far to prevent playground accidents by denoting areas of safety and danger.* Different hues can proclaim their messages instantly to the children, telling them where to watch for outright danger, where tripping hazards are located, where they can rest or relax, where they can and cannot play, where they can park their bicycles, or where they might walk.

Color signals to mark dangerous and safe areas and equipment have been used in industry for some time. This is not strange. Color has always been acknowledged as an important medium. But there has been a lack of uniformity in the meaning given to respective colors.

One large, American industry, through research and experiment, came up a short time ago with a "Safety Color Code" which has been at least partially a solution to many of the hazards surrounding their industrial workers. Other industries have adopted the system, and it has been approved by a large number of safety engineers.

Such a code could well be applied to playground and equipment areas. Having already proven its worth in industry, the color code system could do much in the schools to incorporate safety with play. It might also provide a valuable means of stressing safety inside the school building itself, with possible safe and unsafe areas in the gymnasium painted in bright,





warning colors to provide a quick identification of places where children should be wary.

A listing of color safety signals, as used in industry, and as they could be adapted for playground use, goes as follows:

- ▶ **Red**—Used for equipment and facilities for fire-fighting purposes. On a school playground, red might be used to denote stationary playground equipment.
- ▶ **Green**—Denotes a safe item, marks first aid equipment in industry. At a school, it may indicate benches or safe resting areas on the playground.
- ▶ **Yellow**—Identifies physical hazards, marks equipment against which one might trip or strike. It could be used on stationary benches and bars.
- ▶ **Blue**—*Light blue* denotes an area where precaution must be used, while *dark blue* is used for equipment or machinery temporarily out of service. The light blue may be used on comparatively safe equipment, while dark blue is used on equipment in need of repair.
- ▶ **White**—In industry, white marks good housekeeping facilities, sanitation or traffic.

COLOR THE PLAYGROUND

See what an attractive playground the above picture makes when colored in the hues Author Frederick describes in her article. Fill in the above picture with the following colors: **GREEN**—trees, grass, bench; **ORANGE**—teeter totters, giant stride and traveling rings supports, sides of sand boxes, seats of swings; **LIGHT BLUE**—Climbing structure, corners of sand boxes, teeter totter supports, horizontal ladder, floor of slide; **YELLOW**—Supports of swings, benches, low bar in front of traveling rings; **RED**—vaulting bars at left, side, ladder and handles of slide.

White may be used on school playgrounds to denote bicycle parking or pathways for walking.

- ▶ **Orange**—Orange stands for "caution," or "be on the alert." It may be used on playground equipment that may cause injury if someone walks into the area, such as swings, teeter totters, or parts of the giant stride.

Adaptations of these color signals may be made for indoor gymnasiums, school halls and other school areas.

Color can be an effective safety medium, as well as an inviting summons to fun●



A chief cause of unsafe driving, according to teen-agers themselves, is "trying to impress their friends (especially girl friends)." Such acts as one-armed driving are "often just plain show-off. But the dangers of reckless driving are hard to put over with teen-agers. At this age, we all think we know better than our elders."

"JACK JONES, 17-year-old Senior at Cabash High School Is Booked As Hit-Run Driver."
High School Is Booked As Hit-Run Driver."

So read the headlines in newspapers all over the country. What do young people themselves think would help correct the situation?

To get the answer, the administration of the William R. Boone Senior High School had its student body of 1,300 students write essays on the subject. The ideas presented by the young people were many and varied, but they all showed a cognizance and concern about the situation. Good ideas were presented; most of the answers showed that students themselves had definite ideas on how careless driving could be lessened in their age group, how these tragic headlines could be averted. Their ideas are tabulated and presented here in the order beginning with the one most often mentioned.

Out of the 1300 suggestions; a few stand out as worthy of attention for all youth.

- ▶ Law enforcement agencies should do more work in traffic education.
- ▶ Every school needs to offer drivers education and behind the wheel training at the grade level consistent with the minimum state age for licenses.
- ▶ Taking driving privileges away is more effective than having "daddy" pay the fine.

By R. Earl Kipp
Principal
William R. Boone High School
Orlando, Florida

Orlando school officials wondered what

They

- ▶ Lectures, panels, skits, motion pictures teach valuable lessons.
- ▶ Parents need to be more concerned about being examples and also about allowing the use of the car.

The causes of unsafe driving were laid to show offs being cute, trying to impress their friends (especially girl friends), trying to outwit the police, and just plain shot rods. One writer stated, "Many acts of carelessness are caused by dares or taunts by fellow passengers. And an awful lot of it is just plain 'show off.' But the dangers of reckless driving are hard to put over with teenagers. At this age, we all think we know better than our elders." Another stated, "It is always the show-offs who are the reckless drivers, the people who think they are doing something great by going fast and taking corners on two wheels."

Most of the essayists thought that the police department of the city could do a better job of patrolling the area than they had been doing. One student laid the entire blame at the department's feet. "This 'shotrodding' should not be blamed on the students but on the police department for not stopping it before now. As far as making better drivers, that's not our (the school's) job. We tax payers pay the Cabash Police Force to make sure reckless driving, etc., are controlled." The essayist agreed that the policeman should not "hide" to catch speeders, as he is there to help the driver and not solely to correct him.

More than a dozen students suggested that the police department was not severe enough in cases of reckless driving. Taking drivers' licenses away for various periods of time was mentioned in several cases.

One hundred eighteen students thought that the school should have the authority to issue permits to student drivers and take various driv-

teen-agers think causes teen-age traffic accidents, so

Went to the Students

and were given some interesting answers to their questions

ing privileges away from those who violated them. One student even thought his school-mates should be expelled from school for reckless driving. Another felt that when a warning was issued by a patrolman, it should be noted on the license, so that students repeatedly warned or fined could have their license revoked. Many said fines were not as effective as suspending the driving privilege for a time.

Two students felt that the state should raise the minimum age limits for driving permits. Driving tests should be a lot harder, said seven others. One advanced the idea of different types of licenses being issued with restrictions being lifted on good conduct in driving.

More co-operation between the school and police department was stressed in several instances. One student suggested: "All students with driver's licenses should be taken out with a representative from the police department for a drive around town. The boy or girl with the highest score could be given a trophy." The student would demonstrate parking, backing, hand signals, etc.

Fifteen students wrote that more speed limit signs and other warning signs should be displayed around the school. Twenty-two suggested mechanical check up on the cars periodically with "hot rods and junk" to be removed from the roads.

Seven held the opinion that periodic tests were needed on driving laws, signs, etc., and sixteen felt that twice a year the young driver should have to retake the state driving test.

The psychological factor of proper patrolling was expressed several times. One student stated: "The other group of students, the ones who like to show off and leave a strip of rubber everytime they leave school will understand nothing but force."

Another wrote, "The only thing that can be done about teenacide is to put a cop on every

corner, one who will not make any exceptions on law breakers. It has evidently done no good to talk to students about safe driving habits. All the talk and lecturing that I had didn't sink in until I got a ticket for going 16 mph in a 15 mph zone. Ever since then I have slowed down because I can't afford it."

Parents were given a place in instilling good driving habits. Four students thought that the Parent Teacher Association should have an annual program on teen-age driving problems, which would make parents more cognizant of the hazards. An amazing number of papers indicated that some students were driving parents' cars without licenses.

"Some of the kids driving aren't even old enough to drive alone, and some don't have drivers' licenses. Everyone should have his license, before he drives."

Seven students suggested that parents should

(Continued on page 14)

Teen-agers suggest driver education and behind-the-wheel training to remedy the careless driving problem, report it helps "immensely" in learning to drive correctly.



They Went to the Students . . .

(Continued from page 13)

set a better example. "We can weed out these parents and lecture them. We should have a safety night for parents," they said. "Every time a teen-ager takes a corner doing sixty, he's thinking about his father or mother speeding to work or home. If parents could see the effects on their children, they would be more careful, and students will have better examples to follow."

However, many times parents are not aware of carelessness of sons or daughters. It is the responsibility of the school to notify the parents in these cases, said 27 students.

The second most numerously mentioned control was that every student be required to take driver education and behind-the-wheel driver training. Several students praised this course. One, in particular, stated, "I think everyone should take the driver's course. The summer after I was in the eighth grade, I took the driver's course. I don't think I would have ever learned to drive if I hadn't."

Another wrote, "One way to promote safer driving is to have everyone who is able to drive take the school's driver education course. I took it last year, and it helped immensely. When I drive, I try to remember what I was taught about driving."

Sixteen students were interested in a system of driver merit cards with a weekly award to the best driver.

The matter of having a safe driving campaign early in the year was suggested, with posters, prizes, dramatic skits, panels, etc., to engage the attention of the entire student body for a week. Fourteen students thought students should develop a "drivers code" and each year sign a pledge to live by the school's drivers code. Fifty-six were interested in organizing a safe drivers' club among the students. Twenty-four would have this club nominate student patrolmen for election by the student body. Others went beyond this: forty-four suggested a school traffic court.

One student wrote, "A student court would keep the students awake. A body of students could make laws about careful driving, and everyone violating these laws should be judged or penalized for their mistakes."

Safety education has made the slogan "Drive Carefully, the Life you Save may be your Own" a part of the thinking of many boys and girls. This slogan was used to finish a goodly number of essays.

NSC Adopts Ten-

Teaching traffic safety to
elementary school children and
provision of driver
education to high school students
important in 1956 plan to
cut traffic toll . . .

DURING 1955, traffic accidents killed 38,300 persons and injured nearly one and a half million more, an eight per cent increase over the preceding year. The mileage rate held at the 1954 figure of 6.4 deaths per 100 million vehicle miles.

At this rate, within ten years traffic deaths will reach 53,000 annually, according to current estimates of traffic volume. Even to hold the death toll at the present level, the mileage rate must be drastically reduced. The records of several states and cities show that this and more can be done.

In addition, the same factors which result in accidents also cause congestion and limit the economic and social usefulness of highway transportation.

Objective: The National Safety Council traffic program will be directed toward achieving in all areas, and at all levels, official activity and citizen cooperation which will result in the safe operation of safe vehicles by responsible and competent drivers on streets and highways engineered for safety. To this end, the Council has endorsed and supports the Action Program of the White House Conferences, as well as such additional constructive programs as may prove necessary.

Specifically, the Council's objectives through its own actions and through support of official actions are as follows:

- ▶ Convince the public that the only real answer to the traffic problem is for every individual not only to drive and walk safely himself, but also to join actively in organ-

Point Traffic Program

The rising traffic toll is, of course, of great concern to every thoughtful person in the United States.

The situation gives added importance to a ten-point Traffic Program of the National Safety Council for 1956.

That program is printed below.

ized community, state, and national safety efforts.

- ▶ Provide the facts, primarily through the Annual Inventory of Traffic Safety Activities, by which every community may compare its own traffic safety program and results with those of its neighbors and with recognized national standards.
- ▶ Build additional, and improve existing highways until the total system is adequate for present and future travel—all with safety built in through use of modern, effective highway and traffic engineering techniques.
- ▶ Adopt adequate, up-to-date and uniform state traffic laws and local ordinances.
- ▶ Supervise the movement of traffic by adequate, trained enforcement personnel who are willing and able to create the necessary deterrent effect on the careless or willful violator.
- ▶ Bring traffic offenders before courts which dispense justice with dignity and understanding and thus encourage good traffic habits and attitudes.
- ▶ Issue drivers' licenses to qualified applicants only, and by the firm use of power to suspend or revoke, make the privilege of driving on the public highway something to be cherished and preserved.
- ▶ Teach safety to every elementary school child and provide driver education for every high school student.
- ▶ Carry on a continuous educational campaign to inform and motivate adult drivers and walkers.



Driver education in high schools is an important and effective way to reduce traffic accidents, the National Safety Council believes.

- ▶ Make the automobile as safe as possible in terms of both accident and injury prevention, through better design and better maintenance.

The Council's Role: Most of the objectives listed above are the responsibility of public officials. On these matters, the role of the National Safety Council is to advise, assist, and support. Council services to official agencies include technical information, publications, forums, training, inventorying and evaluating programs, keeping national records and other services.

The Council has primary responsibility in the important work of organizing state and local groups for safety. This work is performed principally through a trained field staff and also through publications, training, surveys and inventories, committees, etc. A focal point of this activity is the organizational effort sponsored by the President's Committee for Traffic Safety and its associated groups.

The Council, in addition, has by virtue of its Congressional Charter, an obligation to act as spokesman for the general public interest in all matters of safety, and thus must lead in setting a faster pace for strengthened safety activities of the nation.

Our Goal in 1956: While working toward all objectives outlined above, the Council's principal efforts in 1956 will be aimed at creating, strengthening and assisting traffic safety organizations in all states and communities. Since vigorous enforcement by police, courts and driver licensing can produce the quickest results, these organizations will be urged and helped to give particular attention to the strengthening of enforcement efforts to such extent and in such ways as shown necessary by the inventory of their present programs.

G. C. Stewart
Executive Vice President



From student nurses . . .

Sick Children Learn

BECAUSE of the broader concept of pediatric nursing, which considers not just illness, but health as well; not just the experienced performance of nursing skills per se, but also the vast realm of teaching possibilities of both child and parent, we were attracted as a group to a safety teaching project as partial fulfillment of our pediatric nursing program.

The nurse is called upon to instruct almost as often as she is to support, and we were attracted to this project because, by undertaking it, we ourselves would learn more about appropriate ways to establish successful inter-personal relationships between children and parents. We could experiment to see how well the hospital scene lends itself to general public health and safety instruction, and we might ourselves show some creative and imaginative inclinations.

We decided that puppets or marionettes would be an appropriate media to use in teaching the children. Children enjoy marionettes, as they enjoy almost any dramatic means geared to their level. If the teaching experience were an enjoyable one for them, so much the better. Our next decision was to choose an area in public health and safety teaching which we would cover in our marionette show. We hit upon safety principles, for, as we know, accidents are a major killer of children today. Children and parents alike need to become more aware of the hazards of modern society.

Having decided upon the method and theme for our project, we went to work. We were fortunate to have a set of Howdy Doody marionettes available. These marionettes had been donated to the hospital by the mother of a former patient. Our marionette characters were Howdy Doody, Claribell, and Dilly Dally. We put our heads together to decide how these characters could best be used to put across certain salient points of safety to the children. Finally, it was agreed that if we increased the cast to include a "go-between" character such as Fran, in "Kukla, Fran, and Ollie," the children would be brought into more active partici-

Illness is not the only concern of pediatric nurses. Here is how one group of student nurses at Yale University brought safety teachings to sick children at the hospital

*By Alice Gleeson
Anna Catherine Haupt
Barbara Holcenberg
Elizabeth Shipp
Dorothy Platte
Mary Stone*

pation with the marionettes. We also felt that if one of the marionettes were made the "stupid one," who did not know safety principles and needed to be taught by Howdy, Fran, and the children, this too would bring active participation by the children. Claribell became "dumb-bell." And so the script was written.

But the script was not the only thing needed for the production. We lacked a stage, and props. So we built a collapsible marionette stage out of ply-wood, which will be donated to the pediatrics department after we have finished with it, and we purchased, or invented, the necessary props!

Then came rehearsals. None of us were experienced marionette manipulators, but with time and practice, we developed some skill. But we had to concentrate solely on the marionettes, and one of the nurses in the group was given the task of speaking the parts. Gradually, we began to synchronize actions with words and the whole took shape at last.

Finally, the day arrived for the show. The children were excited and pleased as they were gathered together in the solarium on Fitkin 5—some in their beds, some in wheel-chairs, some

About Safety



While waiting to see the doctor, young clinic patients at Yale-New Haven Medical Center watch a safety marionette show put on by nursing students. Narrator is Alice Gleeson, '57.

ambulatory. As many as possible were joined by their parents. There were about fifteen children ranging in age from two to twelve years, and six to eight parents, plus some of the nursing staff.

The show proceeded without mishap, and was very well received by the children and parents alike. We were delighted by the interested participation of the children in answering questions posed by Fran, in telling Claribell what he should do in order to be more safe, and in their general enthusiasm after it was over.

It is true that the youngest were more interested in the marionettes themselves and their workings than in the actual safety principles being taught, though even they, when questioned afterwards about what were some of the things Claribell should not have done, remembered scenes of the show and would comment, "He should not have left his skates (or shoe-trains, as one little boy called them) in the middle of the floor," or, "he should look before he crosses the street." The oldest children maintained an aloof attitude, though they agreed that perhaps the younger ones learned something.

The children from six to ten years seemed to derive the most from it. As one little girl commented when asked, "Wasn't Claribell stupid?," "Yes, he was, *but he learned!*" So, also, we heard some children singing the little "Stop, Look and Listen" song for some time afterwards. All of the early school age children, however, seemed to delight in the whole of it, recalling many of the scenes, and recognizing the general idea: "teaching Claribell to be careful."

The parents told us without exception that they had enjoyed the show, that they felt it was a good teaching method which had fairly adequately covered a number of safety principles, and that they felt it not only entertaining but also worthwhile for the children.

It is difficult to completely evaluate this project as an isolated experience. It should be considered as one link in the chain of repetition which constitutes safety education. As this we feel it was successful. We can sincerely say that our program was well received by the children, that most of the points we wished to carry were picked up and remembered by those of the early school age, and that the youngest were pleasantly entertained. As a group, we were well pleased with its general reception.

Alice M. Robison Leaves NSC; New Editor Is Beverly Thompson

Farewells were said at the National Safety Council last February 23rd, when Alice M. Robison, editor of *SAFETY EDUCATION Magazine*, left her position to live in Stratford, Connecticut. Mrs. Robison had been editor of the magazine for three years, having had wide experience before that in the publication field as a member of the staff of the Continental Casualty Co., insurance company in Chicago.

New editor of *SAFETY EDUCATION Magazine* is Beverly Thompson, who has been associate editor of the magazine for one year. Miss Thompson has been in the publications and public relations field for eight years.



Mrs. Robison



Miss Thompson

Plan Now to Come to the Congress!

By **Melva Lind, Ph.d.**

*Chairman, 1956 Congress Program Planning Committee
for School and College Sessions*

*Dean of Students
Gustavus Adolphus College
St. Peter, Minnesota*

MORE than 12,000 people from all over the nation and the world will gather to discuss safety in every phase of life when the 44th annual National Safety Congress and Exposition convenes in Chicago next October 22-26. School and College Division sessions will be held at the Morrison Hotel.

Even while the strains of the 43rd National Safety Congress and Exposition were echoing through the meeting rooms and corridors of the Morrison Hotel in Chicago last year, your Congress Program Planning Committee for School and College sessions was busy at work making plans for the coming year. They were ably assisted by the Congress Program Evaluating Committee, under the chairmanship of May Hazard, safety sponsor at Copernicus Junior High School in Hamtramck, Michigan.

Result of the Planning Committee's deliberations: A theme this year of "Achieving Safety Education for Children and Youth in School, College and Community;" a forward-looking program to go along with it that is designed to give you real help in improving your safety program, and, with it, the record of accidents and injuries at your school.

Here is a preliminary schedule of the program as a whole:

Monday morning: Annual meeting of members of the National Safety Council, a Congress kick-off, when the more than 12,000 delegates will meet together for an inspirational start, with talks by outstanding speakers.

Monday afternoon: Opening general session of the School and College Sessions at the Morrison Hotel, and, later, annual reception for all school and college delegates.

Monday evening: Informal discussion sessions, continued again this year because of their success the past two years.

Tuesday morning: First meetings of special interest groups.

Tuesday afternoon: For the second year, a free-choice afternoon, when delegates may do any one of a number of things. The Chicago public schools have again extended an invi-

tation, and plans will be made to visit certain schools and classrooms. Or delegates may go to the zoo, or attend meetings of interest held by industrial, traffic and transportation, or farm sections of the Congress. The research committee will have an open meeting, and many of the other committees will hold closed sessions.

Tuesday evening: Informal discussion groups.

Wednesday morning: Final meeting of special interest groups.

Wednesday afternoon: The second general session of the School and College meetings.

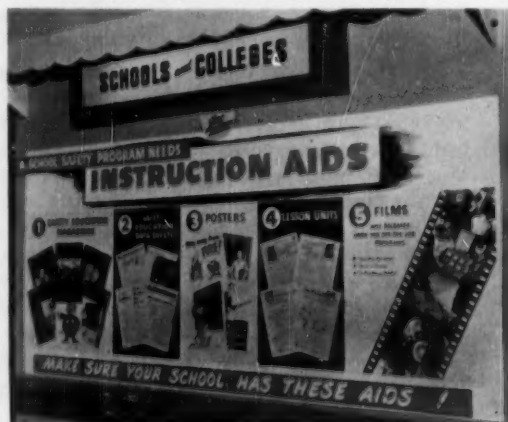
Wednesday evening: Meeting of state driver education associations. All-Congress banquet at the Conrad Hilton Hotel.

Thursday all day: Meetings on driver education and higher education. All-Congress party at the Conrad Hilton Hotel.

The main theme of the sessions will be explored closely by outstanding speakers at the two general sessions, which will feature a series of discussions using an ever-enlarging unit as the focus.

First, the individual pupil will be considered, to see how he grows in safer living through contributing to the safety of his classroom and

The School and College exhibit at the 1955 Safety Congress.





Congress Program Planning Committee, with Melva Lind, extreme right, as chairman, meets right after the 1955 Congress to plan the program for next year's School and College sessions.

accepting the contributions of his mates to his safety.

Second, the classroom shall be taken as a unit, to see how it fits into a pattern of safe living in the school. We shall see how the classroom contributes to such school activities as the National School Safety Honor Roll, the all-school safety council, the junior fire marshal organization, the school safety patrols and the Roy Rogers award. We shall see the place of the room mothers club to the safety work of the all-school PTA.

Next, the school will be taken as a unit, and its safety activities as a part of those of all the schools in the community will be studied. The school will be seen contributing to and benefiting from such activities as the Annual Inventory of Traffic Safety Activities, safety councils or conferences, fire prevention week activities, all school PTA safety work, the community home safety inventory, and so forth.

Finally, we shall view the schools of the community as the unit, and see how this community fits into the safety work of a state and a nation. It is, no doubt, an ambitious intent! We think it can be done.

Seven special interest groups will meet. Topics will be:

Achieving safety education for children in school, college and community while:

- ▶ *participating in classroom activities.*
- ▶ *riding to school.* This will include school bus, parents' car and commercial transportation.
- ▶ *engaging in pupil activities.* This will include school student council, as well as school safety council and school patrol and various other activities often called extra- or co-curricular.
- ▶ *participating in special areas,* such as industrial arts, homemaking, vocational educa-

tion, laboratory, field trips, and so forth.

- ▶ *living in school building and on campus.* This will include lunch and other noon-time items in addition to the regular school and campus living activities.
- ▶ *engaging in physical education, recreation and athletic activities.* This will include vacation and summer camps as well as the more ordinarily thought of activities.
- ▶ *going to and from school.* This, in addition to traffic hazards, will explore the miscellaneous street, sidewalk and miscellaneous accidents that still account for the largest proportion of accidents that happen while children and youth are on their way to and from school.

Topics for the informal discussion groups have not yet been selected, but they will be derived from the special interest group topics, and will provide for much more individual and group discussion. They will be in the nature of clinics, where delegates may bring their problems, get help from both leaders and their fellow delegates in arriving at solutions.

The School and College Headquarters Room, where delegates may meet their friends and associates, leave messages or receive them, study materials of the National Safety Council, consult with members of the staff of the School and College Division, or just relax, will be provided again this year.

The National Safety Congress is sure to be a stimulating, worthwhile experience for you next fall. Plan now to attend, and make sure you have no trouble with room reservations by making your reservations now. With 12,000 delegates expected to attend the Congress, space in Chicago is going to be at a premium.

Reservation blanks may be obtained by writing the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois.

MORE than 700 courses in safety education will be offered in the nation's colleges during the next school year.

The specific courses, and the colleges at which they are being offered, are listed in the newest edition of the National Safety Council's *1956 Safety Courses for Teachers*, which is being brought out this month. Information on courses, as well as a listing of colleges that have established minors and majors in safety education, has been based on answers to an NSC request for information which was sent to institutions of higher education listed in the *1954-55 Education Directory* of the U. S. Department of Health, Education and Welfare, Office of Education, in Washington, D. C.

Safety Courses for Teachers is a guide for teachers or students who wish to know where and how they can prepare for teaching safety education and driver education. The listing includes safety courses offered in both regular and summer sessions. Colleges and universities are arranged geographically, with the names of the instructors, the departments in which the courses are given, the terms in which they are offered, the credits received and the degrees to which those credits may be applied.

Alphabetical listings of schools and colleges offering courses in general safety education and driver education, respectively, will be included for reference.

Final figures showed safety courses being offered in a total of 411 colleges in 46 states, with the only states lacking them being Delaware and Wyoming. Nor are Alaska or Hawaii offering safety courses this year.

For the third successive year, Iowa State

Teachers College at Cedar Falls is offering a course in "Directing the Safety Program." New Mexico Western College, Silver City, New Mexico, is offering a course in "School Bus Driver Education."

A field that is getting more and more attention is the supervision of safe practices in high school chemical laboratories and industrial shops. For the second year, Purdue University at West Lafayette, Indiana, has listed a course in "Safety in the Chemistry Laboratory." Shop management safety is taken up in a course at Mississippi State College in State College, Mississippi, and also in a course in "Health and Safety Education for Industrial Arts Teachers" being offered by the State Teachers College at Oswego, New York.

A total of twenty colleges have reported the availability of a minor in safety education this year. Offering minors for the first time are: San Francisco State College, San Francisco, California; Butler University, Indianapolis, Indiana; Iowa State Teachers College, Cedar Falls, Iowa; Northeast Missouri State Teachers College, Kirksville, Missouri; Pennsylvania State University, University Park, Pennsylvania; State Teachers College, East Stroudsburg, Pennsylvania; Thiel College, Greenville, Pennsylvania, the University of Texas at Austin, Texas, Indiana University, Bloomington, Indiana, and Edinboro State Teachers College, Edinboro, Pennsylvania.

Several seminars and other specialized safety courses are being conducted by the American Automobile Association and New York University's Center for Safety Education.

You may order your copy of *1956 Safety Courses for Teachers* by writing the School and College Division, National Safety Council, 425 North Michigan Ave., Chicago 11, Illinois. Single copies will be sent without charge.



Safety Education Course Index Is Ready

By **Eloise Mount**
School and College Division
National Safety Council



Safety In Sports: Number One

BASEBALL

safety education
data sheet
number 71

General Information

1. The accident incidence in baseball is low compared to other sports, and most of the injuries that do occur are of a non-serious nature. In spite of a loss in the number of participants in hardball, the increased interest in softball, the expansion of employee-relations programs in industry, and the advent of the "Little Leagues" has resulted in an over-all increase in players.

Statistics

2. The arm and hand, leg and foot, and head and neck are the areas that account for 96 per cent of the injuries.

3. The leg and foot injuries are mainly due to spike shoes, the unevenness of the playing surface and sliding into the bases.

4. The head and neck injuries are mainly due to being struck by a thrown bat or ball and collisions with other players.

5. There are approximately 767,000 high school and 202,000 college players engaged in baseball each spring.



Administrative Controls

6. The size of the diamond should be adjusted to the game and the participating age group.

7. The infield should be skinned over an area large enough that most of the time the ball will be fielded over a smooth surface. Most good fields have grass infields with skinned base lines and back areas.

8. The diamond should be properly tiled and drained to help eliminate hazardous mud and surface problems.

9. Because permanent outdoor grandstands and bleachers are most likely to deteriorate, an engineer should inspect them before the opening of each season for spectator safety. For more information, see Safety Education Data Sheet No. 24, *Places of Public Assembly—Grandstands, Bleachers and Auditoriums*.

10. Demountable bleachers should be erected



NATIONAL SAFETY COUNCIL

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Safety in Sports:

BASEBALL

(Continued from preceding page)



by reliable workmen who will follow the directions of the manufacturer.

11. Storage space should be provided for all movable equipment on the field.

12. A good play surface must have resilience, freedom from dust, be firm and smooth. This necessitates a program of constant care and supervision. Often the college or high school coach must supervise this program as groundskeepers are usually not available.

13. The players' benches should be at least 30 feet from the home plate and the baselines, and be protected by a screen. Dugouts are preferable, if possible.

14. The bleachers on the first and third base lines should be padded to protect a player going for a high foul in that territory. All fixed equipment adjacent to the playing field should be padded in a like manner. Regulation filled, heavy canvas bases should be used, or single spiked bases for youngsters who don't know how to slide very well. Spectators should be protected by a wire screen placed behind home plate.

15. The home plate should be the standard rubber plate, set in at surface level.

16. Stakes used to tie the bases down should be buried below ground level.

17. The field should be clearly marked and lines established all the way to the fence. It should be enclosed and away from traffic. The marking would include a batter's box, catcher's box, coaching boxes along third and first base lines, and an "on deck" circle for the next pitcher.

18. Bleachers, a fence or a roped-off area should keep spectators off the field.

19. All players not at play, or in the "on deck" circle, should be confined to the bench.

20. Bull pens for warm up should be provided in a place where they will not create a danger. Any warm-up equipment used by a waiting batter in lieu of a bat, such as an iron pipe, should be prohibited.

21. Lights that are erected for night ball should be at least 60 feet in height.

22. The light supports should be made of

four-legged structural steel set in a base of concrete, and placed out of the playing field. If this is impossible, the support should be padded to a height of ten feet.

23. The basketface floodlight should be used to protect the light itself.

24. Rather than a set footcandle rating at ground level, the objective should be to achieve a light of even intensity all the way down in order to effectively judge a ball in flight.

25. The entire playing area should be free of any marked depressions.

26. Calcium chloride, or a product specifically designed for the purpose, should be used to settle the dust and compact the surface of the infield.

27. Slaked lime should be used for all markings. Unslaked lime can cause burns.

28. A backstop 32 feet high and 60 feet behind home plate will get 85 per cent of the foul tips.

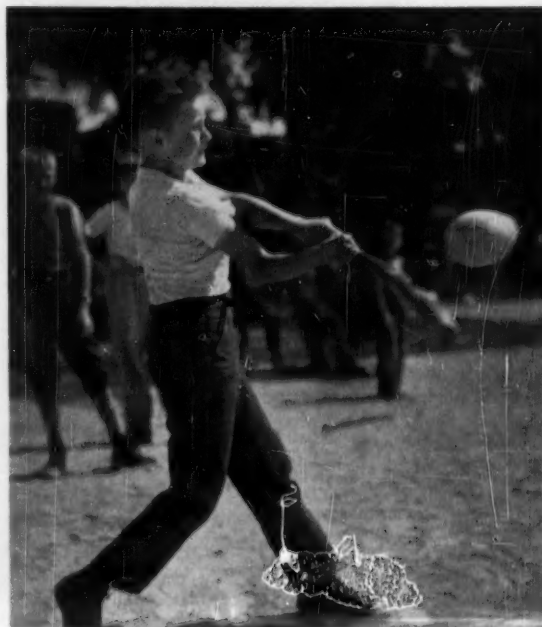
29. Screening provisions should be made for spectator protection in the areas closest to the home plate.

30. Easily moved batting cages should be constructed to confine the area into which the ball will be hit during batting practices.

31. Coaches should be men trained in the fundamentals of the game and coaching and be well acquainted with child psychology and first aid procedure.

Personal Equipment

32. Since the serious injuries in baseball involve the head, the protective casing or plastic



Right: It's a base hit! Adequate grounding in baseball safety can keep the game fun and not injurious. This boy should drop his bat into a designated area, use care in running and sliding into base so as not to injure others.

shell cap liner should be used, especially at bat.

33. Softball, utilizing the 12- or 14-inch smooth seam ball, is the game that should be used in the elementary grades and in physical education classes at all levels.

34. Bat handles should be taped or wrapped with a cork or sandpaper surface.

35. The baseball uniform is a safety measure. All players should be properly dressed to play the game. The spikes should be worn for surer footing; the long, heavy stockings, with long white inner stocking, for prevention of leg abrasions when sliding; the extra long knee pants with the reinforced knee cap to protect the knee joint, and sliding pads to protect the hip region and upper leg. Cup-type supporters should be worn by all catchers.

36. Spikes should not be used as part of the uniform in games more loosely organized as in physical education classes, or in the lower age groups. Rubber cleated shoes or sneakers are suggested for children below high school level.

37. The catcher should never be permitted behind the batter unless protected by the full catcher's equipment.

38. Sun glasses with unbreakable lenses should be provided the infielders and outfielders during daytime games, especially those players who must face the sun.

39. Gloves should be large, firm, and in good condition.

Leadership and Skill Controls

40. As in all sports, the fundamentals of the

EDITOR'S NOTE

Safety in Sports: Baseball is Number One of a sports safety series of data sheets to be put out by the National Safety Council.

Subsequent *Safety in Sports* data sheets will detail safety in general sports practices, safety in football and basketball. These data sheets will be published in *SAFETY EDUCATION Magazine* during the coming school year.

game should thoroughly be mastered and practiced throughout the season. A daily lesson plan is as important as bats and balls.

41. The batter should maintain a firm grip on the bat and keep his hands dry to prevent the bat from slipping during the swing. Have rosin bag or firm grip available.

42. The proper release of the bat after hitting the ball should be especially well learned. In elementary grades, the bat should be dropped on a mat, or in a designated area.

43. The batter should maintain balance and be alert at all times in order to be able to get out of the way of an inside or wild pitch.

44. The batter should assume a normal batting stance. Neither he nor the catcher should crowd the plate.

45. Batters should keep their eyes on the ball all the way into the hitting zone and take care never to turn the back on a pitched ball.

46. The bat should be held with the grain up to avoid breaking.

47. Excessive "digging in" at the plate will make the player less able to get out of the way of a bad pitch.

48. A bat rack should be provided to keep all the bats not in use up *off the ground*, and a manager appointed to see that this safety requirement is carried out.

49. After delivery, the pitcher should keep his gloved hand in front and be balanced and alert for line drives.

50. When tagging a runner, select a position that forces the runner to tag himself. The player should try to position himself so that the bag protects his feet.

51. A definite assignment as to who calls the turn on pop flies in the infield should be clearly understood by all players. The first player who calls, "I have it!" has first preference. This rule should be applied to the outfield also.

52. An infielder should never try for a fly ball that can be handled by an outfielder.

53. When a man has been designated as the one to try for the fly ball, all others vacate the immediate area.

Left: A catcher's mask is a must in a game of baseball, and the catcher should never be permitted behind a batter unless protected by full catcher's equipment. Sun glasses should be provided if catcher faces the sun.



54. The players should be in good physical condition, and not find themselves in a state of semi-exhaustion the following day.

55. Detailed sight and reflex information should be a part of a baseball player's physical examination prior to the season, to determine ability to bat and field the ball. Blood pressure and possible hernias are also very important to know about.

56. Sawdust and sandpits should be utilized in teaching the proper fundamentals of sliding. The improperly executed slide is one of the most dangerous of the baseball skills. Form and proper take-off can be practiced on mats before going out-of-doors.

57. A player advancing into a base who has decided to slide should never change his mind at the last moment.

58. The base runner should not slide into a base with his spikes high. Nor should an infielder so block the base that no option is given the base runner but collision.

59. The head first slide should be eliminated on all areas but the varsity level, and then used only when returning to a base, or when completely off-balance.

60. The fielder must keep his eyes on the ball all the way into his glove, and keep his hands low, to check against an unusual bounce at the last second.

61. No matter how obviously the fly ball is in a player's territory, he should still call for the ball in a loud voice as a matter of habit.

62. It is the baserunner's responsibility to avoid collision with an infield player fielding a batted ball.

63. On plays at the plate, the batter should vacate the area immediately after he has struck or missed the ball.

64. Regular attendance at the practice sessions should be demanded by the coach.

65. The early season workouts should be relatively short, after basic body conditioning, and deal in the execution of the basic fundamentals. Lots of running should be included to insure good condition of legs.

66. Pitchers should be impressed with the importance of control in their workouts. A pitcher should, if possible, always warm up before entering the pitcher's box.

67. All players should be constantly alert for signals when employed to anticipate the play. Signals should be simple and few in number.

Sources

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Other Safety Education Data Sheets available are:

- | | | |
|--|---|---|
| (1) Bicycles | (26) Domestic Animals | (51) Safety in Pupil Excursions |
| (2) Matches | (27) Swimming | (52) Highway Driving, Rules, Precautions |
| (3) Firearms, Rev. | (28) Small Craft | (53) Safety in the Machine Shop |
| (4) Toys and Play Equipment | (29) Play Areas | (54) Summer Jobs: laborers, home yard, service-stations |
| (5) Falls | (30) Winter Driving | (55) Motor Vehicle SPEED |
| (6) Cutting Implements | (31) Night Driving | (56) Welding and Cutting Safely |
| (7) Lifting, Carrying and Lowering | (32) Winter Sports | (57) Safety in the Auto Shop |
| (8) Poisonous Plants | (33) Traffic Control Devices | (58) Winter Walking |
| (9) Electric Equipment | (34) Safe Conduct in Electrical Storms | (59) Safety in the High School |
| (10) Pedestrian Safety | (35) Poisonous Reptiles | Chemistry Laboratory |
| (11) School Buses—Administrative Problems (Rev.) | (36) Motor-Driven Cycles | Safety in the Farm Mechanics Shop |
| (12) Flammable Liquids in the Home | (37) Animals in the Classroom | (61) Floors in the Home |
| (13) Passenger Safety in Public Carriers | (38) Railroad Trespassing | (62) Hazards of Discarded Iceboxes and Refrigerators |
| (14) Chemicals | (39) Bad Weather: Hazards, Precautions, Results | (63) School Bus Safety: Educating Pupil Passengers |
| (15) Hand Tools | (40) School Parties | (64) Safety in the Graphic Arts Shop |
| (16) Nonelectric Household Equipment | (41) Home Workshops | (65) Safety on Part-Time Jobs: Food Handling |
| (17) Sidewalk Vehicles | (42) Horseback Riding | (66) Baby Sitting |
| (18) Camping | (43) Hiking and Climbing | (67) School Dramatic Productions |
| (19) Alcohol and Traffic Accidents | (44) Hook and Line Fishing | (68) Safety in "Do-It-Yourself" |
| (20) Cooking and Illuminating Gas | (45) Summer Jobs—Farm | (69) Playground Apparatus |
| (21) Solid and Liquid Poisons | (46) Safety in the Wood Shop | (70) Safety with Kites and Model Airplanes |
| (22) Safety in the Gymnasium | (47) School Fires | |
| (23) Laboratory Glassware | (48) Unauthorized Play Spaces | |
| (24) Places of Public Assembly | (49) Bathroom Hazards | |
| (25) Fireworks and Blasting Caps | (50) Safety in the General Metals Shop | |

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.

SAFETY AT SCHOOL

In all kinds of weather, the safety patrol lads do a mighty important job — helping to reduce casualties — guarding the safety of their schoolmates. Encourage their work. Equip them properly. Outfit them with Graubard's Safety Patrol Equipment (Approved by safety organizations throughout the United States). Make your selection from the complete stock carried by our company. Here are some of the many items:



All rubber raincoats, made of 100% rubber. Absolutely waterproof, available in yellow, white or black. School-city, or sponsor's name on back. Good the year round.

Metal patrol badge that will lend official importance to the people on the school safety patrol. Officer's badges finished in gold color, members' in nickel. All complete with pin clasp.

Snappy eight point style gabardine caps may be had in Navy Blue, other colors on special order.

- Overseas caps
- Felt Emblems
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- Caution Flags
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- Armbands
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- Rubber Footwear and the
- "Corporal Digby" Safety Sentinel

WRITE FOR OUR NEW ILLUSTRATED CATALOG

GRAUBARD'S

America's Largest Safety
Patrol Outfitters

266 Mulberry St., Newark 5, N. J.

SOME IMPORTANT CAUSES OF DEATHS IN THE U.S. AT SCHOOL AGE, 1954 AND 1953

Cause of Death	5-9 Years			10-14 Years			15-19 Years			TOTALS: 5-19 Years		
	1954		1953 Per Cent of Deaths	1954		1953 Per Cent of Deaths	1954		1953 Per Cent of Deaths	1954		1953 Per Cent of Deaths
	Number of Deaths	Per Cent of Deaths		Number of Deaths	Per Cent of Deaths		Number of Deaths	Per Cent of Deaths		Number of Deaths	Per Cent of Deaths	
Accidents	3,207	38	38	2,732	44	43	5,450	53	53	11,389	46	46
Cancer (malignant neoplasms)	1,182	14	13	781	12	11	830	8	7	2,793	11	10
Congenital malformations	523	6	5	271	4	4	206	2	2	1,000	4	3
Pneumonia	431	5	5	219	4	4	226	2	2	876	3	4
Diseases of heart	119	1	1	150	2	3	464	4	4	733	3	3
Nephritis and nephrosis	202	2	2	150	2	3	244	2	3	596	2	3
Homicide	57	1	1	93	1	1	400	4	3	550	2	2
Acute poliomyelitis	233	3	3	161	3	3	110	1	1	504	2	2
Rheumatic fever	158	2	2	204	3	4	88	1	1	450	2	2
Vascular lesions, central nervous system	100	1	1	113	2	1	155	2	1	368	1	1
Suicide	0	*	*	37	1	1	261	3	3	298	1	1
Benign, unspecified neoplasms	120	2	2	87	1	1	74	1	1	281	1	1
Tuberculosis, all forms	61	1	1	35	1	1	166	2	2	262	1	1
Appendicitis	99	1	1	74	1	1	58	1	1	231	1	1
Diabetes mellitus	49	1	1	75	1	1	92	1	1	216	1	1
Meningococcal infections	114	1	2	40	1	1	41	*	*	195	1	1
Meningitis (nonmeningococcal)	86	1	1	51	1	1	24	*	*	161	1	1
Gastritis, enteritis, colitis	66	1	1	33	1	*	48	*	*	147	1	*
Anemias	56	1	1	45	1	1	41	*	*	142	1	1
Measles	99	1	1	29	*	*	6	*	*	134	1	*
Complications of pregnancy, childbirth, puerperium	0	*	*	4	*	*	111	1	2	115	*	1
All other causes	1,420	17	18	889	14	15	1,207	12	12	3,516	14	15
All Deaths	8,382	100%	100%	6,273	100%	100%	10,302	100%	100%	24,957	100%	100%

Source: National Office of Vital Statistics.
*Less than one-half of one per cent.



Picture copyrighted by R. B. Yeager, Mansfield News

Why did almost 25,000 children die in 1954? Here are

The Painful Facts . . .

DURING the last several years, the National Safety Council has been saying, "Two out of five children who die are killed in accidents." That statement is still true. Official figures for 1954, which recently became available, verify and re-emphasize it.

The National Office of Vital Statistics recorded a total of 24,957 deaths from all causes in 1954 among persons five to nineteen years old. Of these, 11,389, or 46 per cent of the deaths, were caused by accidents. In 1953, accidents also caused 46 per cent of the deaths in this age group.

Let's look at what the accident picture was 12 years ago. In 1944, accidents were responsible for 34 per cent of the fatalities to boys and girls from five to nineteen years old, but this does not mean that accidental deaths increased in number over the ten-year period 1944 to 1954. As a matter of fact, they decreased from 12,762 in 1944 to the 1954 total of 12,117*.

The greater importance of accidents in 1954 was due to the large decrease in deaths from nonaccidental causes—from 25,215 in 1944 to 13,568 in 1954*.

Cancer was the second cause of death in 1954 among all persons five to nineteen years old. A total of 2,793 boys and girls died of that affliction. Congenital malformations were third, with 1,000 deaths, and pneumonia caused 876 deaths.

The table on page 26 gives the 1954 record for some important and well-known causes of death for each five-year age group from five to nineteen years. The death totals indicate roughly the relative size of the death rates, since the populations of the three groups were similar.

Among children five to nine years of age, cancer was the second cause of death next to accidents, and congenital malformations were third. However, *deaths from accidents were nearly twice as numerous as deaths from cancer and congenital malformations combined.*

Cancer, with 781 deaths, ranked next after accidents as a cause of death among children ten to fourteen years of age. Congenital malformations, the next most important cause, were responsible for 271 deaths. *Accidents, however, caused more than three times as many deaths in this age group as cancer.*

The leading fatal disease among young people

(Continued on next page)

By Jennie Spadafora
Statistics Division
National Safety Council

*The 10-year changes reflect both the changes in accident and disease experience and the changes in methods of death classification resulting from the 1948 Revision of the International List of Causes of Deaths. However, inspection of the data for individual titles used in this comparison indicates that—for these age groups—the classification changes were not important.

fifteen to nineteen years of age was also cancer, with 830 fatalities. In this age group, there were 464 deaths from heart disease, the next most important cause, and 400 from homicide. Again, accidents were the outstanding cause of death, accounting for *more than three times as many deaths as the three leading nonaccidental causes combined.*

Tragic as this death rate may seem, over the past ten years, medical science has proved its effectiveness among school children five to fourteen years old.

- ▶ In 1944, seven out of 100,000 of these children died of pneumonia and influenza; in 1954, only two out of 100,000 died of these diseases.
- ◀ In 1944, six out of 100,000 died of heart disease; in 1954, only one out of 100,000 died of diseases of the heart.
- ▶ In 1944, four out of 100,000 died of appendicitis and four of tuberculosis; in 1954, less than one out of 100,000 died of appendicitis or tuberculosis.

Twelve years ago, in 1944, 29 out of 100,000

school bus supervisors note . . .

A five-day motor fleet supervisors course will begin June 4 at the Traffic Institute of Northwestern University, Evanston, Illinois.

The training is designed for operators and supervisors of large- and over-the-road fleets, and will stress ways of improving fleet safety and efficiency.

Subjects will include selection of drivers, improving driver attitudes, reconstruction of accidents, drivers' meetings, driver awards, the accident review committee, counseling drivers, mechanical recording devices, and basic highway transportation economics. Glenn V. Carmichael is course director. Tuition is \$55.

children five to fourteen years old died as the result of accidents; in 1954, 20—an *improvement of 31 per cent.* Although progress in accident prevention work has been slower than in the field of disease prevention and cure, the record indicates that progress can be made in this field and, with sufficient effort on the part of all of us, the favorable trend may continue and increase ●

Here Are Your Kindergarten Safety Lessons

May, 1956

Summer Fun

Language

1. Playground.
 - a. area where children may play.
 - b. signal they will respond to.
 - c. importance of staying in group.
2. Review all safety rules.
3. Safe places to play.
 - a. playgrounds.
 - b. yards.
 - c. parks.
4. Vacation activities.
 - a. swimming.
 - b. picnicking.
 - c. boating.
 - d. traveling in autos.
 - e. fishing.
 - f. camping.
5. How safety rules help us in the summer, no matter where we are.

Vocabulary

beach
lake
park
camp
cottage
picnic
rubbish container
kinds of boats
life guard
glass
sticks
stones
trees
gravel
tidy
untidy
trunks
ice box
refrigerator

Have children discuss danger of airtight boxes.

Work Period

1. Draw pictures illustrating the safety rules and make into a play movie.
2. Make paper rakes, shovels, hoes.
3. Draw pictures of playground activities.
4. For large bulletin board or mural, each child could draw what he is going to do during the summer.

Miscellaneous

1. First time out on playground, check for papers, sticks, etc.
2. On last day of school, have a picnic on the playground, each child bringing his own light lunch.

Rhythms

swinging
running
swimming
boating
fishing
pitching a tent

Literature

1. *Safety Can Be Fun*—M. Leaf.
2. *Picnic Woods*—Lillian Robertson.
3. Have children tell of their summer plans.

Music

1. Review all songs that helped to teach safety rules and practices.

Written by Juanita Bergum, kindergarten teacher on leave from the Detroit Board of Education, Detroit, Michigan

Lower Elementary

safety lesson



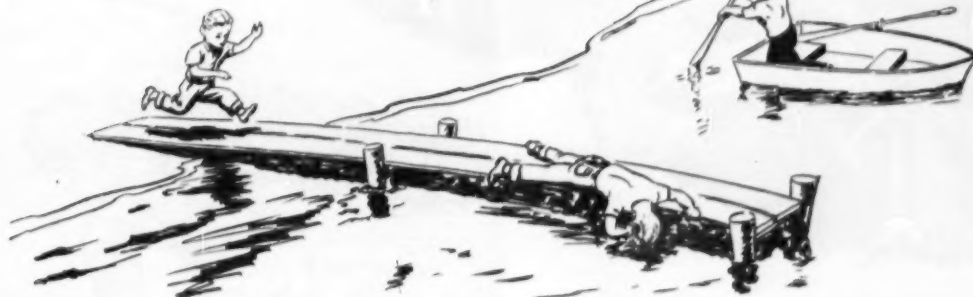
Sketch S-0516-A



Mother, may I go swimming now?



Mother, may I go out in the boat with Tommy?



Cross off wrong actions, circle right ones. Then tell why you should ask your mother before you

1. go swimming
2. go out in a boat
3. eat or drink anything you find outdoors
4. go anywhere with another child

For the teacher:
Some things to do . . .

1. Dramatize summer activities, including situations in which it is important for the child to ask mother's permission or to tell her what he plans to do.
2. With rock or stick puppets, dramatize safe summer fun.



Prepared by Leslie R. Silvernala, Associate Professor, Continuing Education, Michigan State University, East Lansing, Michigan, and Roland Silvernala, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.





Sketch S-0516-A

MAY 1956

Upper Elementary



safety lesson

Safe Summer Vacation

Write the letter of the right answer in the blank space.
Some answers may be used more than once.

The Place

- | | |
|---|---|
| _____ 1. The place to roller skate | a. on the right side of the road near the curb |
| _____ 2. The place to walk on a country road | b. in the shade |
| _____ 3. The place in the road to ride a bicycle | c. on the sidewalk |
| _____ 4. The place where you should always walk your bicycle | d. where there is a life guard or adult in charge |
| _____ 5. The place to swim | e. on the playground |
| _____ 6. The place to fly a kite | f. away from wire fences or single trees |
| _____ 7. The place to play ball | g. away from dry grass and leaves |
| _____ 8. The place to build a camp fire | h. away from traffic, trees and electric wires |
| _____ 9. The place to play on a very hot sunny day | i. on the left side of the road facing traffic |
| _____ 10. The place to be if caught out-of-doors in a severe electric storm | j. across a busy street |

Some Things To Do

- | | |
|---|---|
| 1. Give reasons for each of your answers to the above matching questions. | c. clothing to wear on a hike |
| 2. Demonstrate right and wrong— | d. things to do when leaving a picnic place |
| a. things to do if lost in the woods | e. things to do if you find yourself in deep water. |
| b. ways to act in a small boat | |

Answers: The Place—1, c; 2, i; 3, a; 4, f; 5, d; 6, e; 7, g; 8, h; 9, j; 10, b. The Things To Do—1, c; 2, i; 3, a; 4, f; 5, d; 6, e; 7, g; 8, h; 9, j; 10, b.

Prepared by Leslie R. Silvernale, Associate Professor, Continuing Education, Michigan State University, East Lansing, Michigan, and Roland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

The Time

- | | |
|--|--|
| 1. The best time to ride a bicycle | a. when the sun is very hot |
| 2. The time to give a hand signal when you are riding your bicycle | b. after a heavy meal |
| 3. The time to play quiet games in the shade | c. when you need it |
| 4. The time to stop swimming and come out of the water | d. when you are finished with it |
| 5. The time when you should not go in the water | e. when you are swimming at the beach |
| 6. The time to use the "buddy" system | f. when you are crossing a busy street |
| 7. The only time you should call for help when you are swimming | g. when a storm is coming up |
| 8. The time to see that the campfire is entirely out | h. when it is daylight |
| 9. The time to stay out of a row boat or canoe | i. when you begin to feel tired |
| 10. The time to take off your roller skates and carry them | j. when you want to turn or stop |

The Person

- | | |
|--|---|
| 1. Only a person who is a good bike rider | a. should stay in shallow water |
| 2. A person who wants to get a coat of tan | b. should stay in one place and call out once in awhile |
| 3. A person who does not know how to swim | c. should leave him alone |
| 4. A person in a canoe | d. should travel in the street |
| 5. A person who is going on a hike | e. should remove the fish hook |
| 6. A person who is lost in the woods | f. should put empty bottles and cans in the trash can |
| 7. A person who comes upon a strange dog | g. should not stay in the sun too long at one time |
| 8. A person at a picnic | h. should not play with the door handle |
| 9. A person riding in a car | i. should wear shoes that are well "broken in" |
| 10. A person carrying a pole and line | j. should not change seats |

MAY 1956

Junior High School

SAFETY LESSON



Sketch S-0517-A

SUMMER DAZE

In the poster picture above, we see two kinds of "daze." The fellow in the speedboat is so excited and happy and having such a good time, that he is forgetting about being alert for accidents. The fellow floating on the inner tube is content and relaxed—not excited at all. The two personalities are just the opposite in one way, but are the same in another sense in that they have both forgotten about safety. Study the picture and see how many safety violations you can find. There are at least three.

Test Your Safety Knowledge Now

One way to check your summer safety knowledge right now is to have a "safety bee." Here's how it works. Each class member writes one complete question on a small piece of paper. The question should be in regard to summer safety. For example, "What safety rule should we follow in making a campfire?" All questions are then collected and placed on the teacher's desk. The class is then divided into two teams—A & B. The teacher reads the questions and asks the first member of team A to give one safety rule. If the student misses and the first member of team B gets the correct answer, team B scores one point. No one sits down if he misses. Be sure to word your questions clearly and to answer in clear, complete sentences.

Check Your Habits and Attitude

During the coming summer, most of us will engage in many water sports. Now is a good time to find out about our habits and attitudes toward safe practices. Listed below are statements describing actions in water sports. Check "yes" if you have ever done any of the following and "no" if you have not. Don't mark according to what you think should be right, but rather what you have actually done.

1. I have "ducked" other people for fun. Yes_____ No_____

2. I always come out of the water before dark. Yes_____ No_____

3. I often go swimming alone. Yes_____ No_____

4. As a non-swimmer, I frequently go in a canoe or boat without a life preserver and experienced swimmer. Yes_____ No_____

5. I try to "beat my record" for distance swimming the first day of the summer season. Yes_____ No_____

6. I like to "fool around" in a boat—changing seats and rocking the boat. Yes_____ No_____

7. I yell "Help" as a joke. Yes_____ No_____

8. I always check the depth and bottom before I dive. Yes_____ No_____

9. When using an inner tube for floating, I always feel safe and go out as far as I want. Yes_____ No_____

10. I like to swim in the surf when the waves are at least chest high. Yes_____ No_____

If you've been honest with yourself in answering the above questions, you can analyze your safe or unsafe habits and attitude. Check the answers below. Then, if you need to, try to do something about changing—for your own sake.

Answers: A person with good habits and attitude would answer as follows: 1—no, 2—yes, 3—no, 4—no, 5—no, 6—no, 7—no, 8—yes, 9—no, 10—no.

Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.



Enjoy Your Vacation

Shown below are pictures of various activities in which you might engage this summer. Fill the blanks with safety rules for each activity. Think hard—your life may depend on it.



1. _____
2. _____
3. _____



6. _____
7. _____
8. _____



4. _____



9. _____



5. _____



10. _____
11. _____
12. _____

Answers: Note: there are answers which may be correct in addition to the following. 1. Don't dive into strange waters. 2. Swim within your limits. 3. Don't swim alone—have a buddy. 4. Don't try to get a tan in one day—take it in easy stages. 5. Always "break" a gun and unload it before crossing a fence. 6. Don't overload a boat. 7. Don't go out without a life preserver if you're a non-swimmer. 8. Sit still in a boat—don't stand up. 9. Don't indulge in horseplay when swimming. 10. Build a small fire. 11. Be sure it's built in a cleared area. 12. It should be built in an area protected from the wind.

Plan Your Vacation Now

Write a composition on the things you plan to do this summer. Try to be as descriptive as you can. Even though you may not be planning an extensive trip, there are many things that you will be doing this summer that should prove interesting. The following list may give you some ideas for your composition.

- City recreation program
- Summer jobs
- Work around the house
- Weekend trips
- Parties and picnics
- Visit to your uncle's farm

After you have finished your composition, read it through carefully and pick out some of the situations that could be dangerous if you were careless. See how many safety rules you can think of that would help you to avoid the dangers of each situation.

In addition to the safety rules, make a list of

safety equipment, such as: life preservers, first aid kit, snake bite kit, knee top boots, flashlight, and others that would be of value to you.

Read several compositions to other members of the class. Then have them analyze your safety rules and equipment list. See if you have included all rules and equipment.

Project for the Summer

Develop safety rules for your summer vacation by combining all the ideas of the class in one list for each activity. For example, you could have a list for water safety, camping, job safety, sports, and others. After these lists have been completed, mimeograph them for each member of the class. Take them with you and use them as guides this summer. Jot down any additional rules or comments on the lists so that you can revise them, in light of your summer's experiences, next fall.

Mathematically stated, here is the formula: Safety Ways—Summer Daze=Happy Days!



Senior High School

SAFETY LESSON

SUMMER DAZE



Sketch S-0517-A

Are You a Safety Detective?

Directions: In each of the following short descriptions of vacation situations there are *two* safety violations or misconceptions. See if you can find them and list them in the spaces provided.

A.

Jack and Bill were hiking through the woods when they discovered a stream with a swimming hole.

"Come on, let's take off our clothes and wade in," said Bill.

"No, let's dive in," replied Jack.

"O.K.," Bill responded, "but we'll have to watch out for water moccasins."

"Don't worry, they can't bite underwater," said Jack.

1. _____
2. _____

B.

Sue and Dorothy decided to canoe across a lake. Sue, since she was a non-swimmer, asked Dorothy if the canoe had a life preserver in it.

"No, goodness we don't need any, I've managed canoes before," replied Dorothy.

The girls got fifty feet from shore when a submerged log tore a hole in the canoe. The canoe began to sink.

"Jump out," yelled Dorothy, "and I'll try to pull you to the shore."

1. _____
2. _____

C.

Tom and Steve were walking back to their summer camp. Tom pushed his way through some small brush when suddenly he yelled.

"Help, Steve, I've been bitten by a snake."

Steve rushed to Tom and found him holding his ankle just above his tennis shoes. There were two fang marks on the shin and the ankle was already beginning to swell.

"Come on Tom," yelled Steve, "let's run for camp and get your ankle treated."

1. _____
2. _____

D.

Jane and Carol were spending the summer at home and making money by taking care of small children. They were both sitting in the yard watching little 1½ year-old Billy sail some sticks in a large washtub filled with water. Suddenly Carol exclaimed,

"Hey! We're missing our favorite T.V. program! Let's go into the house!"

"Shall I get Billy?" asked Jane.

"No, he'll be safe where he is—that chicken wire fence around his play area will protect him. Come on!"

1. _____
2. _____

E.

Mike and Joe were visiting friends on a farm. They were both interested in horses and decided to visit the stables. As they entered the stables, Mike cautioned,

"Don't make any noise when we go into the stable, otherwise we might scare the horses. Besides, Farmer Jones might hear us and chase us out."

1. _____
2. _____

Answers on next page

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Beautiful But Dangerous

During the summer we seem to appreciate more the beauty of flowers and shrubs. Some of us have the habit of idly picking a stalk from a flower and chewing on it. Also, many of us don't realize the dangers when a young child is left by himself to chew on nearby objects—plants, flowers, or shrubs. A story about some hunters who got violently sick after eating steak at their camp might show the importance of knowing something about the vegetation around us. The doctor who treated the sick hunters found that they had roasted their steaks on oleander branches. Oleander contains a poison which acts like an overdose of digitalis.

Here are some of the more common plants that contain poisons.

Plant	Poison part
*four o'clock	root and seed
*narcissus	bulb
*elephant ear	any
*pinks	seed
*iris	underground stem
*bittersweet	berry
*tulip	bulb
*mountain laurel	any
*rhododendron	any
*lily-of-valley	any
*oleander	leaves
*ivy	leaves
*foxglove	leaves
*bluebonnets	seed
sweetpea	stem
columbine	berry
potato	seeds and sprouts

*these can be fatal if taken in large enough quantities by a child.

Remember, the above list is not complete. There are many other plants, flowers, shrubs, and trees that contain poisons. The safety rules that you should follow are:

1. Don't form a habit of chewing on any leaves, stalks, or seeds.
2. Don't let a small child sit near potted plants or gardens by himself. A baby has a natural tendency to put things in his mouth.

Solve These Problems

Directions: Listed below are several problems involving situations in which you might find yourself this summer. Would you know what to do? If so, describe your action in blank (A) and write the safety violation in blank (B).

1. You are swimming in a lake by your summer camp. As you get about thirty feet from shore, you get a severe leg cramp. You shout for help and

A. _____
B. _____



2. You are visiting a metal shop to see about a job. In one section of the plant, you see some men using acid to clean metal. On one side of the room is a sink and beside it a basin of water. Suddenly one of the workmen stumbles and falls against a bench knocking some acid over your bare arm. You should

A. _____
B. _____



3. While chopping wood for the campfire, the axe head comes loose and hits a companion in the leg, inflicting a deep gash. The bleeding is in spurts. You should

A. _____
B. _____



Answers to Problems: 1. (A) Do a "jellyfish" float—take deep breath, but face in water, chin on chest, and hold your arm under it—always use running water to wash off acids. (B) Turn on the water in the sink and massage cramped area. (B) Don't swim alone—always have a buddy. 2. (A) I ran on the water in the sink and applied pressure on the artery above the cut. (B) Don't use tools that are defective. 3. (A) An artery has been cut—it's a tourniquet above cut and apply pressure on the artery above the cut. (B) Never approach a horse quietly because when he does hear you he may become so startled he'll kick. B-2: Don't go into places you're told not to go. C-1: Don't wear trousers in make country—near high-top leather boots. C-2: If you sit in it—don't leave it. B-1: Non-swimmers need life preservers. B-2: A submerged canoe will support you if you sit in it—don't leave it. B-1: Don't dive in unfamiliar waters. A-2: Snakes can bite underwater.

1956 Safety Film Directory To Be Published in June

Coming out next June will be the 1956 issue of the NATIONAL DIRECTORY OF SAFETY FILMS. This new issue will contain descriptions of over 1500 films available from more than 300 sources which distribute one or more of the films nationally. Subjects covered will be general and special industry, commercial vehicle (including school bus) operations, general traffic safety (including driver training, child pedestrian, bicycle), home safety, farm safety, and general interest (including school, water safety, fire prevention, civil defense, etc.). Aside from films, the Directory will have a list of sources from which the films are available, a separate source listing of organizations distributing films within cities and states, an alphabetical listing of the films in the Directory with the section number in which they appear shown after each title, and a subject index. Single copies of this Directory will sell for \$1.00, and if you wish to place your order now for a copy, contact Nancy Lou Blitzen, film consultant and editor, *National Directory of Safety Films*, National Safety Council. She will hold your order until copies are available.



Mr. Horner



Mr. Moore

Dan Thompson Resigns as Radio-TV Director; Don Moore, Jack Horner Take New Positions at NSC

Dan Thompson, radio and television director for the National Safety Council for 14 years and assistant department manager of NSC's public information department, has resigned his position for reasons of health.

Paul Jones, Council director of public information, announced that Don Moore, formerly on the Council's radio and editorial staff, will return to direct NSC's radio and television activities. Jack Horner, news director of the Council, has been made assistant manager of the public information department.

Mr. Thompson joined the Council in 1942 after six years as director of news in the publicity division of NBC's central division. The radio-TV activities he developed in the field of accident prevention were widely accepted by the industry.

Don Moore had ten years' experience with the Council when he left in 1953 to go to Phoenix, Arizona. There, he was associated with station KTAR. He returns to the Council from the public relations department of the State Farm Mutual Insurance Company in Bloomington, Illinois.

the AMA considers accidents . . .

"Two of your biggest jobs should be in cutting down street and highway accidents and helping the child with emotional or mental problems," Dr. Elmer Hess, Erie, Pennsylvania, told delegates to the Fifth National Conference on Physicians and Schools in Highland Park, Illinois.

Dr. Hess is president of the American Medical Association.

Three ways he suggested to combat highway accidents were: to encourage auto manufacturers to install safety devices to such an extent that in an accident, injuries would be reduced to a minimum; insist on law enforcement, including restrictions on too-slow drivers as well as speeding ones; and "most important," urge that no one be allowed to drive who is not in perfect mental and physical health.

"PARKING IS NOW TAUGHT IN THE CLASSROOM"



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BULL

ESSO provides 150 scholarships . . .

High school and college teachers of driver education will be awarded grants of from \$50 to \$100 for courses in driver education to be held in seven colleges this summer.

The following institutions are cooperating with the Center for Safety Education of New York University in offering these courses: Louisiana State University, Memphis State College, Furman University, Western Maryland College, Springfield College and the University of Pennsylvania.

In addition, an institute for college instructors will be held at New York University. Seven courses in various aspects of safety education will be offered at the Center for Safety Education this summer.

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ETINGS SITTERS AND SCHOLARSHIPS

Teachers interested in applying for scholarships should apply to one of the institutions listed above.

Wisconsin patrols meet . . .

School patrols from all over Wisconsin will meet at Wisconsin Dells on June 7, 8 and 9. The first two days of the meeting will be open for delegates from schools dismissed before these dates for the present school year, and the last two days will be reserved for those schools still in session.

This is the 13th such session for school patrols in Wisconsin. It is sponsored by the Safety Division of the Motor Vehicle Department, the Wisconsin Division, AAA, the Wisconsin Dells Chamber of Commerce and the Wisconsin Dells Kiwanis Club.

operation safety "shifts gears" . . .

Now in its ninth year, Operation Safety, the National Safety Council's year-round program of safety emphases, reaches a new milestone in the summer of 1956, in a new quarterly package, with new aids to official and support groups promoting traffic safety, and new auxiliary emphasis program kits. The new look will help make it easier for communities and states to put on effective "Do-It-Ourselves" safety promotions.

In addition to the summer Slow Down and Live program, the quarterly subjects are: Fall, "Be Your Brother's Keeper" (distribution date May 31); Winter, "Courtesy" (distribution date August 31); and Spring, "Checking Safe Driving Habits" (distribution date November 30).

Starting the building of a library of special subject kits are the 1956-57 Kit for High School and Youth Groups and the Bicycle Safety Kit. The Kit for High School and Youth Groups will be available April 30. Write the National Safety Council for further details.

baby sitter saves nine . . .

A baby sitter in Phoenix, Arizona, was sitting with nine children one night recently. She was busy getting her lively charges ready for bed when one of them, John Miner, six, rushed in



Constructed completely at Board of Education expense was this street over-pass near Dominquez School in Los Angeles, California. The Board purchased the lot shown at left for use as a bicycle parking lot. It is fenced and provided with lockable gates. Note the fencing on the overpass itself so that items cannot be dropped into the street. Cost of the overpass, exclusive of the lot: \$16,526.

to her trying to tell her there was something wrong. Carol Van Winkle, 14, looked up and saw the hallway in flames.

Things happened so fast then that Carol can't remember just what happened, but she rescued all the children from the fire by getting them outside, returning on hands and knees to get the infant last, who was lying in a crib. The children's ages ranged from eight to nine months.

SAFETY EDUCATION index to be published . . .

An index of all the material that has appeared in SAFETY EDUCATION Magazine this school year will be published shortly. Order yours from the National Safety Council Library now.

a plan to kill chicken . . .

Measures to kill the murderous teen-age highway game of "chicken" have been taken by the traffic engineering and safety department of the American Automobile Association.

"A Plan for Killing Chicken" is the title of a pamphlet on the subject, which tells how community organizations or student groups can go about stopping this horrible "game," either as a project in itself, or supplementing a project already in action.

Here's Help In Your Safety Lesson Teaching

DO YOU want additional help in your class work with the National Safety Council's elementary and secondary safety lessons? Many conscientious teachers who have worked with the elementary and secondary safety lessons for years have told the School and College Division that they would like to extend their background knowledge in connection with topics with which safety lessons deal, so that they may give an even more effective presentation to the class.

Seventy-one data sheets which the School and College Division has published in the past several years offer excellent background material for subjects of the safety lessons. They offer historical information, accident facts of the particular activity, and a thorough list of safe practices.

For your help in preparing your own teaching material to go along with the safety lessons, we have compiled a list of the data sheets that will go particularly with each safety lesson. Order them from the National Safety Council.

Elementary

September (Traffic and Pedestrian Safety)—#10, Pedestrian Safety; #13, Passenger Safety in Public Carriers; #33, Traffic Control Devices; #58, Winter Walking; and #63, School Bus Safety—Educating Pupil Passengers.

October (Fire Prevention and Halloween)—#12, Flammable Liquids in the Home; #47, School Fires; #2, Matches; #20, Cooking and Illuminating Gas; #40, School Parties.

November (Hunting and Firearm Safety)—#25, Fireworks & Blasting Caps; #3, Firearms, Revised.

December (Christmas Safety)—#4, Toys & Play Equipment; #7, Lifting, Carrying & Lowering; #14, Chemicals; #40, School Parties.

January (Winter Hazards)—#58, Winter Walking; #10, Pedestrian Safety; #32, Winter Sports; #39, Bad Weather, Hazards, Precautions, and Results.

February (Safety in the Home)—#2, Matches; #5, Falls; #6, Cutting Implements; #9, Electrical Equipment; #12, Flammable Liquids in the Home; #15, Hand Tools; #16, Nonelectric Household Equipment; #20, Cooking & Illuminating Gas; #26, Domestic Animals; #37, Animals in the Classroom; #41, Home Workshops; #49, Bathroom Hazards; #61, Floors in the Home.

March (Safe Play with Kites)—#70, Kites & Model Airplanes; #29, Play Areas; #38, Railroad Trespassing; #48, Unauthorized Play Spaces.

April (Bicycle Safety)—#1, Bicycles; #17, Sidewalk Vehicles.

May (Vacation Safety)—#8, Poisonous Plants; #10, Pedestrian Safety; #18, Camping; #27, Swimming; #28, Small Craft; #29, Play Areas; #48, Unauthorized Play Spaces; #34, Safe Conduct in Electric Storms; #35, Poisonous Reptiles; #38, Railroad Trespassing; #42, Horseback Riding; #43, Hiking & Climbing; #44, Hook & Line Fishing.

Secondary

September (The General Accident Problem)—Same as Elementary.

October (Fire)—Same as Elementary.

November (Firearms)—Same as Elementary.

December (Driver and Pedestrian Safety)—#10, Pedestrian Safety; #19, Alcohol & Traffic Accidents; #30, Winter Driving; #31, Night Driving; #33, Traffic Control Devices; #52, Highway Driving, Rules & Precautions; #55, Motor Vehicle Speed.

January (Winter Sports)—Same as Elementary.

February (Home Safety)—Same as Elementary.

March (Railroad Safety)—#38, Railroad Trespassing.

April (Teen-Age Driving)—Same as December.

May (Summer Safety)—#8, Poisonous Plants; #18, Camping; #27, Swimming; #28, Small Craft; #34, Safe Conduct in Electrical Storms; #35, Poisonous Reptiles; #42, Horseback Riding; #43, Hiking & Climbing; #44, Hook & Line Fishing; #45, Summer Jobs—Farm; #54, Summer Jobs; #60, Safety in the Farm Mechanics Shop; #65, Safety on Part-time Jobs—Food Handling; #66, Baby Sitting; #67, School Dramatic Productions.

Young Miss Maass bet her life



EVEN at 6:00 A.M., it is warm in Havana. But young Miss Clara Louise Maass felt chilly. Her head ached. Worse, she knew nothing would help.

The illness starts like any other febrile attack. But soon the face is flushed. There is high fever. After two or three days, the pulse becomes feeble, the skin cold and of a lemon-yellow tint. Chances of recovery hardly approximate 50%.

In seven pain-wracked days, yellow fever killed Clara Louise. And it was her own doing.

At Las Animas Hospital, Cuba, in 1901, volunteers were needed for the famous U.S. Army yellow fever experiments.

And she, who had fearlessly nursed the worst fever cases, thought undergoing the disease herself would make her a better nurse. She asked to be bitten by an infected mosquito. "I tried to dissuade her," said the medical director. "But she insisted."

So, in what would soon be America's victorious battle against yellow fever, Clara Louise Maass bravely died as she had lived—for others.

Yet the steel of her quiet, devoted courage still gleams in the strength of today's Americans. For it is still American courage and character that make our country secure—and that actually back our nation's Savings Bonds.

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THE 'S OF SAFETY

Here are two aids that will simplify the job of teaching the A B C's of safety—Safety Lessons and Safety Education Posters. Tying together a common theme on a timely subject, they create an effective safety teaching program each month, September through May.

SAFETY LESSONS . . . Here is factual information, suggested student activities, interesting quizzes and tests designed so they can be used as pupil worksheets. Prepared for four grade levels—Lower Elementary (1 to 3), Upper Elementary (4 to 6), Junior High (7 to 9) and Senior High (10 to 12). Safety Lessons for Junior and Senior High also include safety projects for correlation with various courses.

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Subscription, 9 issues, ea.....	\$.48	\$.16	\$.12	\$.096
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POSTERS . . . While the Safety Lessons are used as teaching aids, the colorful, eye-catching Safety education Posters will keep reminding the students of the lesson they learned for the remainder of the month. Two 8½ x 11½", 2-color posters are issued each month, one for elementary schools, the other for secondary schools.

QUANTITY PRICES	1 to 9 copies	10 to 99 copies	100 to 999 copies	1000 or more copies
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